DOCUMENT RESUME

ED 176 021 CE 020 320

TITLE	Career Education Programs That Work.
INSTITUTION	Interinstitutional Consortium for Career Education, Salem, Oreg.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Sep 78
GRANT	G0077C0049
NOTE	39p.; For related documents see CE 020 319, ED 132 284, and ED 132 786
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Career Education; *Demonstration Programs; Educational Practice; Elementary Secondary Education; *Program Descriptions; Program Development; *Projects
IDENTIFIERS	Education Amendments 1974

ABSTRACT

This handbook contains thirty abstracts of career education programs that summarize techniques, processes, activities, and materials that have been used by students and teachers. The handbook, which was designed for use after the planning stages, includes items for kindergarten through grade twelve that can be related to various subject matter areas and life roles. Designed to be used in conjunction with "12 Steps to Career Education," the handbook gives ideas to facilitate accomplishing the career education goals that have been selected for implementation. Each abstract contains (1) the project title, (2) a brief description of the project, (4) a list of materials developed by the project, (4) a list of elements included, and (5) the contact person with the project. Among the projects included are: Career Intern Program, A Community Experience-Based Career Exploratory Program, Flight Plan, Lincoln County Exemplary Project in Career Education, and Matching Attitudes and Talents to Career Horizons. (IRA)

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ED176021

CAREER EDUCATION PROGRAMS THAT WORK

Prepared for

U.S. Office of Education
Washington, D.C.

A Project of the

Interinstitutional Consortium for Career Education
Marion Education Service District
3180 Center Street N.E.
Salem, Oregon 97301

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 020 320

September, 1978

The Project presented herein was conducted
pursuant to Grant Award
USOE G0077C0049

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PREFACE

The concept of Career Education in the Pacific Northwest (Alaska, Idaho, Oregon and Washington) is an integral part of the total education structure and is designed to serve youth and adults from early through retirement years. Specifically in Oregon, the primary goal of career education is to provide high quality career-centered activities in the classroom laboratory and community setting which will meet the individual career development needs of all learners.

One of the organizations established to enable Oregon to accomplish this goal was the Interinstitutional Consortium for Career Education (ICCE). ICCE was formed in 1974 and is comprised of all Oregon institutions of higher education which prepare teachers, counselors and administrators. The purpose of the ICCE is to facilitate the ongoing efforts of Oregon's colleges and universities in preparing educational personnel for the development and conduct of career education activities.

On December 13, 1977 the Career Education Act was passed into law by Congress. Congressional commitment is representative of the enthusiasm for career education which has swept America during this decade. To help school districts meet this challenge a unique aspect of Career Education Programs That Work is that the document provides a handy resource of exemplary career education programs. All programs selected for inclusion in this handbook have either been approved by the Joint Dissemination Review Panel in the Education Division of the Department of Health, Education and Welfare or have received high ratings by our staff using a project developed "Innovation Selection Criteria" rating form. This rating form collects data on the following: the innovation addresses a significant problem; the innovation is effective; and the innovation is transportable.

Ron Daugherty, Director of The Northern Institute in Alaska; Warren Suzuki, Assistant Professor, Oregon State University; and Darrell Ward, Director of Program Planning and Evaluation, Oregon State Department of Education performed valuable services in the application for the federal contract.

Rob Fussell, Educational Consultant; Wanda Martin, ICCE Project Assistant; and Linda Johnston, ICCE Administrative Assistant all contributed significantly to the development of this publication. In addition, Zola Dunbar, Assistant Professor, Portland State University and Leo Myers, Evaluation Consultant assumed various responsibilities during the duration of the project.

Special acknowledgement is due the Career Education Coordinators of Alaska, Idaho, Oregon and Washington who comprised the Policy Board; the Oregon Regional Coordinators of Career and Vocational Education who helped identify programs; Terry Newell, Project Monitor, Division of Career Education Programs; and Sid High, Supervisor of Career Education Programs; both of the U.S. Office of Education; Madras, Oregon, a local education agency, who tested the useability of Career Education Programs That Work; and the Marion Education Service District, Salem, Oregon.

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Marion ESD
3180 Center Street N.E.
Salem, Oregon 97301

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INTRODUCTION

This handbook was designed to be used after, the planning stages, to facilitate the implementation of career education programs in elementary and secondary schools. The 30 abstracts that follow summarize techniques, processes, activities and materials that have been used by students and teachers in career education programs. Included are items for kindergarten through grade twelve that can be related to various subject matter areas and life roles.

This handbook, used in conjunction with 12 Steps to Career Education, gives concrete and useable ideas to facilitate accomplishing the career education goals that have been selected for implementation. Once the goals have been prioritized this compilation of descriptions of existing programs can expedite the selection of relevant techniques, processes and materials. This handbook may be used independently from 12 Steps to Career Education if the school district has used some other process to determine career education goals.

The compilation of programs in this handbook is not meant to be all inclusive, but rather is a selective and representative sample. The techniques, processes, activities and materials are specific yet flexible enough that they can be easily adapted to meet the needs of local distircts and individual teachers.

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PROJECT ARTICULATING GOALS THROUGH CAREER AWARENESS/EXPLORATION CURRICULUM KITS
Marion Education Service District

DESCRIPTION A goal-based program has been developed that articulates awareness/exploration goals for career education in Oregon. The program addresses the following goals. The student will:

1. Identify and develop attitudes about the World of Work,
2. Acquire knowledge about the World of Work,
3. Identify their individuality and continue to develop a relationship with occupational roles,
4. Develop skills in decision-making, communicating, and creating as related to the World of Work,
5. Develop physical and mental skills related to occupational roles.

Each of the program goals is supported by a set of course goals that divides the goals into a variety of learning objectives. Each course goal is supported by three performance indicators, and each indicator is supported by three classroom activities. The activities are identified according to grade level and subject matter.

The Marion Education Service District and the State Department of Education initiated the curriculum materials development project. Writing teams composed of teachers developed classroom activities for the curriculum kits. The kits were field tested in representative elementary/middle schools in Oregon. Upon completion of the field tests, the writing teams revised the curriculum kits.

MATERIALS DEVELOPED Two curriculum kits were produced, one for Grades K-3 and the other for Grades 4-8. Each is a five-volume loose-leaf notebook for use by classroom teachers.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Beginning Competency
Employability Skills
Attitudes and Appreciations

CONTACT Career Awareness Specialist, Oregon State Department of Education, 942 Lancaster Drive N.E., Salem, OR 97310. Telephone: (503) 378-3597

PROJECT ARTICULATION OF CAREER CLUSTERS INVOLVING EIGHTH GRADE STUDENTS
Sherwood School District

DESCRIPTION Eighth-grade students spend one hour per day at the high school attending exploratory classes in one of four occupational clusters. In addition to individualized instruction packets, field trips and guest speakers are utilized. Each of the four clusters offer special, short-term activities to insure that students experience a feeling of accomplishment over a short period of time.

These exploratory classes are planned so as to meet the following objectives: help develop the eighth grade student's awareness of self, the world of careers, and the many occupations in the immediate and surrounding communities; to identify and achieve desirable student outcomes; to help the handicapped to achieve in the curriculum; and to extend the career-oriented program to these students so that upon high school graduation they are employable.

MATERIALS DEVELOPED An Eighth Grade Exploratory Curriculum in home economics, business education, industrial education, and vocational agriculture-horticulture describes activities and short-term projects for students. Projects are designed for approximately a 25-day period.

ELEMENTS

Education Awareness
Career Awareness
Beginning Competency
Employability Skills

CONTACT Career Education Director, Sherwood High School, 1155 Meinecke Road, Sherwood, OR 97140. Telephone: (503) 625-6171

PROJECT BUILDING YOUR TOMORROWS

DESCRIPTION This program is the result of the Comprehensive Career Education Model Curriculum originating at the Center for Vocational Education at Ohio State University and revised and field tested by the American Institute for Research in the Behavioral Sciences, Palo Alto, CA. It consists of 131 modules designed to assist educators in infusing career education into standard classroom curriculum. The program is structured into three curriculum strands: "Learning About Self," "Learning About the World of Work," and "Good Formulation and Personal Planning." Within each strand, modules are available at each Gr. level K-12.

MATERIALS DEVELOPED Teacher's Guides, Student Activity Materials, and Tests for each of the 131 modules, each of which can be purchased separately.

A descriptive information booklet is available which lists each module by title, goal, grade level, and cost of items.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Attitudes and Appreciations

CONTACT American Learning Systems, Inc., Marketing Department, P.O. Box 2173, Columbus, GA 31902. Telephone: (404) 327-2619 (Marketing Director)

PROJECT CAREER INTERN PROGRAM

DESCRIPTION The program is aimed at dropout prevention at the secondary school level. After prospective interns, dropouts, and potential dropouts are recruited, they are interviewed, tested for minimum fifth-grade reading and mathematics requirements, scheduled for orientation, and admitted to the program.

There are three phases to the program. During the first phase, students begin regular classes in English, mathematics, social studies, science, and select electives from cultural arts, typing, graphics, consumer math, humanities, and foreign language. In addition, they review and upgrade basic skills and are involved in daily career counseling seminars. The curricula consists of career-oriented subject matter integrated into academic subject matter and taught in non-traditional ways. During the second phase, the career-oriented activities and counseling support continue with more advanced academic courses. The interns are involved in more individualized instruction and independent study and on-site exploration of careers in which they have expressed an interest is conducted. Phase three is a career specialization program that allows students to concentrate fully on their goals after leaving this center. This may include college, on-the-job training, advanced skills training, or full employment.

MATERIALS DEVELOPED Descriptive material is available at no cost.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Beginning Competency
Employability Skills
Attitudes and Appreciations

CONTACT C. Benjamin Lattimore, Director, Division of Special Programs, OICS of America, Inc., 106 W. Coulter St., Philadelphia, PA 19144
Telephone: (215) 438-9800

PROJECT CASHMERE CAREER EDUCATION PROJECT, K-12
Cashmere School District

DESCRIPTION The project in the Cashmere School District was focused on the needs of rural schools in implementing career education. The approach was to integrate career education concepts into the current curriculum, Grades K-12. The publication, The Original American Early Morning Primer, gives a detailed overview of how and what was accomplished. It includes the following topics: Eight elements of career education--self-awareness, appreciation and attitudes, decision making, educational awareness, economic awareness, career awareness, beginning competency, and employability skills; goals statements and examples of use; teacher orientation, involvement, and workshops; the role of administrators, media specialists, and guidance personnel; tips for writing curriculum; sample curriculum format; name of materials developed; utilizing parents and community resources; public relations; evaluating the program; selective bibliography.

It also includes examples of students' work, activities, and photographs of students in action. Although the Guide was prepared with rural schools in mind, it is flexible and comprehensive enough to be useful in any district regardless of size.

MATERIALS DEVELOPED Three Career Education Activity Guides consisting of techniques, procedures, and materials that had been classroom tested. Subject Matter Guides, i.e., Language Arts, Social Studies, and Science, that include instructional goals and student performance objectives developed with a scope and sequence at all grade levels and across all disciplines. The Original American Early Morning Primer, a how-to-do-it guide, has been described in detail above.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Beginning Competency
Employability Skills
Attitudes and Appreciations

CONTACT Bernie Griffith, Project Director, Cashmere Career Education Project, Cashmere School District, Cashmere, WA 98815. Telephone: (509) 782-1520.

PROJECT COMBINING WORLD OF WORK ECONOMICS WITH CAREER EXPLORATION THROUGH NINTH-GRADE SOCIAL STUDIES
Parkrose School District #3

DESCRIPTION To bridge the gap between school and work, teachers and counselors of three schools developed both a process and guides for instruction. Emphasis was placed on helping students acquire an understanding of the economic process and the role of work in the lives of people. Career exploration was integrated into the ninth-grade social studies program so economics could serve both the interests of social studies and career education. The teachers used selected parts from the text Manpower and Economic Education (MEE) by R. L. Darcey and P. E. Powell to begin the project. With the permission of the authors, the project teachers revised and localized MEE to fit district needs.

MATERIALS DEVELOPED The Teacher's Guide, Volume I, serves as a weekly outline of activities to follow with students. The Guide enables teachers to help students: (a) investigate their occupational interests and abilities, (b) explore simulated work-life situations, (c) survey the work and educational history of adults over 21 years of age, (d) complete job applications, (e) apply for social security cards and work permits, (f) carry out simulated employment interviews, (g) find three-day work experiences, and (h) study concepts related to the labor force and economics of employment.

The Student's Manual, Volume II, deals with a variety of topics, some of which include: Joy of Work, Who Am I?, Housewife or Career Girl?, Where the Jobs Are, The Work People Do, Education's Payoff, and What Price Success. Both volumes of Job Opportunities and Youth are available from the district for a small fee.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Beginning Competency
Employability Skills
Attitudes and Appreciations

CONTACT Parkrose Public Schools, 10636 N.E. Prescott, Portland, OR 97220
Telephone: (503) 257-5200

PROJECT A COMMUNITY EXPERIENCE-BASED CAREER EXPLORATORY PROGRAM
Vale Elementary School District #15

DESCRIPTION The faculty and staff of Vale Middle School developed a portable model to demonstrate "how to do" career exploration. The staff had developed materials and activities for workshop demonstrations which range from one-hour to three days in length. The workshops are offered on the basis of two formats: (1) demonstration teachers from Vale visit another school to make presentations, follow with written recommendations, and then host the other school faculty members so they can view Vale's concept in action; or (2) one teacher can visit Vale to view demonstrations. The fee charged by the Vale system for these services is on a negotiable basis. That is, the fee depends upon the financial resources of the requesting agency.

MATERIALS DEVELOPED As the basis for infusing career education throughout the middle school program and as the basis for the workshop model, there is the Student Needs Assessment Guide, an Interdisciplinary Guide, and a Community Resource File. The purpose of the Student Needs Assessment Guide is to provide teachers at the junior or middle school level with an instrument to be used in helping students assess themselves as individuals and to match this assessment with current and expected roles in the adult world. The second part of the Student Needs Assessment Guide contains a list of resources such as activities, films, filmstrips, kits, and transparencies for classroom use. The second publication, the Interdisciplinary Guide, identifies the responsibility of staff members in each subject matter relative to the concept of career education. In addition, the Interdisciplinary Guide provides a breakdown of each subject into units with suggested job and occupational titles for related study and several listed activities. The Community Resource File identifies nearly 1,200 resource people and sites representing many jobs and occupations.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Beginning Competency
Employability Skills
Attitudes and Appreciations

CONTACT Vale Elementary School District #15 Superintendent, 403 East Street, West, Vale, OR 97918. Telephone: (503) 473-3248

PROJECT DEVELOPING A TOTAL CAREER PROGRAM, GRADES 1-12
Pleasant Hill School District #1

DESCRIPTION The project at Pleasant Hill School involved teachers from Grades 1-12 and over a period of time resulted in Teacher's Guides at all grade levels. The project is aimed at the four life roles of vocational, recreational, family, and citizen. The career awareness program is implemented by infusing the entire program through the curriculum guides already developed in Grades 1-6. In Grades 7-8, the guide includes nine-week mini-courses for each faculty member to choose from. Career exploration guides for high school teachers were developed for business education, child services, health services, and construction technology.

MATERIALS DEVELOPED The Teacher's Guide for Increasing the Career Awareness of Primary School Children, Grades 1-3, and the Teacher's Guide for Increasing the Career Awareness of Elementary School Children, Grades 4-6, are organized by grade level, and include subject, unit, concept, objective, learning activity, materials and resources, and unit evaluative activities. Other materials are Mini-Course Guide, Grades 7-8, and Teacher's Guide for Business Education, Child Services, Health Services, and Construction Technology in Career Exploration.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Beginning Competency
Employability Skills
Attitudes and Appreciations

CONTACT Superintendent, Pleasant Hill School District #1, Route 9, Box 750, Pleasant Hill, OR 97401. Telephone: (503) 746-9646

PROJECT ESTABLISHING CAREER DEMONSTRATION CENTERS BY MEANS OF EXTENSIVE STAFF DEVELOPMENT ACTIVITIES
Tigard School District

DESCRIPTION To include career education as an integral part of the comprehensive educational program, district personnel from one elementary school and an adjacent junior high school participated in extensive staff development sessions. The focus was on integration of career awareness and exploration with other instructional areas for the preparation of learners as family members and citizens with productive vocational and avocational pursuits. Staff development activities dealt with the need for articulation of awareness and exploration programs. Career guidance and counseling received strong emphasis throughout the entire process. The staff development program enabled teachers in both schools to try new and varied teaching practices in their respective classrooms.

The Tigard Model for Curriculum Development in Career Awareness and Exploration Project, 1971-72, designated two schools as demonstration centers, Templeton Elementary School and Tuality Junior High School. The schools serve as demonstration centers where new and innovative practices may be observed.

MATERIALS DEVELOPED Staff development activities and procedures have been documented and are illustrated in the district's "Inservice Model." The Model contains examples of objectives, suggested activities, resources, and evaluation instruments. Additional available materials include a Career Awareness Guide, Field Trip Guide, and Advisory Committee Guidelines. These materials may be obtained from the district for a nominal fee.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Attitudes and Appreciations

CONTACT Tigard School District, 13137 S.W. Pacific Highway, Tigard, OR 97223.
Telephone: (503) 620-1620

PROJECT EXPERIENCED-BASED CAREER EDUCATION (EBCE)
Northwest Regional Educational Laboratory

DESCRIPTION EBCE can be a full-time alternative school operated as a separate program distinct from the traditional school, or it can be operated as an inschool option to supplement or extend traditional instruction. In either case, a majority of the students' school time is spent outside of the classroom. Teachers become managers or coordinators of student learning, and help students choose and use community sites (business, industrial, labor, cultural, professional, or governmental work places) as their primary curriculum resources. Students choose community sites for preliminary exploration followed by more intensive visits. Out of the experience of these visits, they complete individualized projects that incorporate basic skill exercises, "life skill" applications, and career development exposures. Students are held accountable for their off-campus activities in various ways, including "action zones" for short- and long-range planning, and a journal for recording and reflecting on their experiences. Before completing EBCE, students must demonstrate proficiency in a variety of competencies to the satisfaction of community experts. The program usually relies on an advisory committee composed of parents, students, and representatives from education, business, and labor. Students receive credit and a regular high school diploma.

MATERIALS DEVELOPED A set of five user handbooks, slide tapes, and related aids are available at cost.

Descriptive material is available at no charge.

ELEMENTS

Educational Awareness
Career Awareness
Decision Making
Beginning Competency
Employability Skills
Economic Awareness

CONTACT Rex Hagans, Program Director, Education and Work Program,
Northwest Regional Educational Laboratory, 710 S.W. Second Avenue,
Portland, OR 97204. Telephone: (503) 248-6893

PROJECT EXPLORING CAREERS THROUGH AN OCCUPATIONAL CRUISE
Cascade Union High School District #5

DESCRIPTION A ninth-grade occupational cruise is an exemplary component of the Cascade career education program--Grades 7-10. The cruise has strengthened and increased occupational offerings, changed from subject emphasis to student emphasis, strengthened basic education, and emphasized goal orientation of students. The cruise consists of nine nine-week exploratory courses. All ninth-grade students are provided with the opportunity for "hands-on" experiences in a minimum of four occupational areas. Students may elect nine-week, business-related cruises that enable them to experience activities in marketing and office practices. Other options afford students the opportunity to explore industrial areas where they may engage in activities dealing with construction, electricity, mechanics, and agriculture. Students may also experience the sights, sounds, smells, and activities of home economics, social services, health/recreation, and communication careers. The occupational cruises meet competency checks for career education. Wherever possible, cluster teachers have been involved in the development and instruction of cruises.

MATERIALS DEVELOPED Planned course statements were developed for each of the ninth-grade occupational cruises. The statements include: course title, course overview, course goals to be achieved and, where appropriate, minimum survival competencies. Course statements may be secured from the district for a small handling charge.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Beginning Competency

CONTACT Career Education Coordinator, Cascade Union High School District #5, 10266 Marion Road S.E., Turner, OR 97392. Telephone: (503) 743-2133

PROJECT EXPLORING--A UNIT IN CAREER EDUCATION
Madison High School, Portland

DESCRIPTION As sophomores, Madison students must earn one-half credit in career exploration by working the equivalent of four weeks' class time on career activities, satisfying all thirteen minimum competencies, and completing all requirements of the Sophomore Checklist to obtain their teachers' signature. The credit is earned in the English classes at the 10th grade level.

Career exploration for Madison High School sophomores is the culmination of a four-year experience that began in the seventh grade. Students have developed awareness of their four life roles: occupational exploration and training; family living; leisure time activities; and civic responsibilities. The culmination of the tenth grade exploration is the selection of an informed, though tentative, choice of a cluster-based skill training program to pursue in the eleventh grade. The students began compiling career folders in the seventh grade. Records of their experiences in testing and surveys, field trips, speakers, and other activities are in their folders.

MATERIALS DEVELOPED This unit Exploring is designed to assist the English teachers in presenting career education. The thirteen competencies comprise chapter headings under which are listed required and optional activities. A daily plan is not included since the teacher may wish to infuse the career activities into the regular class work. A list of materials available in the Madison Career Center is included in the unit.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Beginning Competency
Employability Skills
Attitudes and Appreciations

CONTACT Career Coordinator, Madison High School, 2735 S.E. 82nd Avenue, Portland, OR 97220. Telephone: (503) 255-6810

PROJECT FACILITATING ARTICULATION OF CAREER EDUCATION THROUGH A LOCAL ATTENDANCE AREA PLANNING SYSTEM
Portland Public Schools, Area II

DESCRIPTION Faculty, K-12, in the Marshall High School attendance area, participated in a cooperative developmental effort to revise curriculum to include career education. The emphasis was on an articulated approach to identify career education concepts, goals, achievement indicators, and activities. The result was the development and subsequent implementation of career awareness activities for grades K-6, career exploration activities for grades 7-8, and action plans for the high school.

MATERIALS DEVELOPED Career Education File Folder Insert--a four-page folder where students can record a variety of their career education experiences. Career Education Elements, Concepts, Goals and Achievement Indicators--based upon the national model developed in Ohio, these goals and indicators are coded to desirable student performance at each grade level. Activities for Career Education K-6--two volumes of 36 career awareness activities per grade level, based on four life roles and curriculum areas. Activities for Career Education 7-8--two volumes of career exploration activities based on life roles, national model career elements, and curriculum areas. Activities for Career Education, 9-10--a guide illustrating departmental commitments, timelines, and activities for a high school. Activities for Career Education K-10--additional grade level career awareness activities based upon life roles and curriculum areas. PCE K-10 Career Education Resource Supplement, Grades K-6--localized guide for field trip sites, contact persons. These materials may be secured through ERIC or from the district for a nominal fee.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Beginning Competency
Employability Skills
Attitudes and Appreciations

CONTACT Career Education Coordinator, Area II, 8020 Northeast Tillamook Street, Portland, OR 97213. Telephone: (503) 255-7210

PROJECT FACILITATING CAREER DEVELOPMENT THROUGH INDUSTRIAL ARTS: A CURRICULUM GUIDE AND ACTIVITIES HANDBOOK
Oregon State University Consortium

DESCRIPTION In order to provide students with an opportunity to explore occupational clusters and assure that boys and girls have laboratory experience related to the World of Work, four school districts and Oregon State University formed a consortium to provide teachers with several alternate program models with accompanying materials which provide guidelines and give impetus to career development activities for industrial arts students in the middle grades. Major staff development sessions were held bimonthly in various locations throughout the state. Each school developed a program model with supportive materials. Albany, Ashland, Klamath Falls, and Philomath were the four school districts in the consortium.

MATERIALS DEVELOPED Project materials were compiled into two documents: (1) a curriculum guide entitled Industrial Arts Program Goals and Competencies, and (2) a Career Development Activities Handbook.

The Curriculum Guide contains alternate career development models, complete with program goals, student performance objectives, and activities. The Handbook contains student materials which blend career development tasks with industrial arts laboratory experiences. The Guide and Handbook may be secured, free of charge, from the State Department of Education, Industrial Arts Specialist, Salem.

ELEMENTS

Career Awareness
Employability Skills
Attitudes and Appreciations

CONTACT Industrial Arts Specialist, Oregon State Department of Education, 942 Lancaster Drive N.E., Salem, OR 97310. Telephone: (503) 378-4156

PROJECT FLIGHT PLAN
Akron Public Schools and Akron Regional Development Board

DESCRIPTION This project was designed to further collaborative activities among the school, home, family and all parts of the working community: business, labor, industry, government, professions and service organizations. The purpose of such collaboration was to help students see the relevance of their school work and to meet their individual career goals within the realistic framework of employment opportunities in the local community and beyond.

MATERIALS DEVELOPED A manual, Flight Plan: Toward A Career Choice. School and Community as Co-Pilots of Career Education includes basic information about career education and descriptions of specific activities and procedures.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Beginning Competency
Employability Skills
Attitudes and Appreciations

CONTACT Nicholas J. Topaugis, Director, Career Education Programs, Akron Public Schools, 65 Steiner Avenue, Akron, Ohio 44301. Telephone: (216) 434-3404

PROJECT IMPLEMENTING CAREER EDUCATION IN GRADES K-6
Portland Public Schools, Area II

DESCRIPTION To facilitate career awareness in kindergarten through sixth grade, teachers and administrators in Portland Public Schools, Area II, developed a Career Education Idea Book. The purpose of the manual is to help the teacher to do a more effective job of integrating career education into instructional activities. It contains many and varied instructional activities that can be utilized to provide information on careers as they relate to development of concepts through organized and existing subject matter curricula.

The instructional activities that can be used to develop awareness of self and the world of work through interdisciplinary instruction were suggested by the teaching staffs of the K-6 level. Examples from the World of Work can be used in conjunction with resources already available in social studies, language arts, mathematics, and economics.

MATERIALS DEVELOPED Career Education: An Idea Book is color-coded for ease of use. Suggested career development activities appear in white. Blue pages contain descriptions of related audio-visual materials. A wealth of bulletin board ideas appear in a pink section. A bibliography (green) and index (yellow) help the reader use the guide. An "Evaluation Checklist" and "Suggested Instruction Activity" forms provide additional materials for the reader. The Idea Book is available from the district for a nominal fee.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Beginning Competency
Employability Skills
Attitudes and Appreciations.

CONTACT Career Education Specialist, Area II, Portland Public Schools District 1J, 8020 N.E. Tillamook Street, Portland, OR 97213. Telephone: (503) 255-7210.

PROJECT INFUSING CAREER EDUCATION INTO AN EXISTING HEALTH EDUCATION PROGRAM
Roosevelt High School, Portland

DESCRIPTION The Health Careers Exploration Program is an integral portion of Roosevelt's full-year, state graduation requirement in health education. At present, health education is a full-year required course taught by Health Education Specialists.

To explain a variety of health-related occupations and their implications to the field of health, this course is offered at the tenth-grade level. Sources of career information include field visitations, classroom demonstrations, values clarification, occupational assessment, skill development, individual activities and exposure within the classroom to health career workers.

MATERIALS DEVELOPED Health Careers Exploration II is a source book of activities to be used in the Health Careers Exploration Program The book is divided into activities designed to build self-concept, to explore health careers, and to develop decision-making skills. The source book contains information on communication modes, social health issues, self-discovery of personal health habits, and clarification of career values. It also contains activities designed to stimulate the evaluation of careers inside and outside the classroom.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Beginning Competency
Employability Skills
Attitudes and Appreciations

CONTACT Curriculum Vice Principal, Roosevelt High School, 6941 N. Central Street, Portland, OR 97203. Telephone: (503) 286-5781

PROJECT INSTRUCTION IN THE EFFECTIVE USE OF COMMUNITY RESOURCES, UTILIZING A SPECIALLY PRODUCED FILM
Multnomah Education Service District

DESCRIPTION Utilization of people, facilities, and materials available as resources is not new to education. Most teachers find valuable help available to them from among these resources as they plan and organize learning activities for their students.

One of the critical components of the comprehensive career education concept is the extensive utilization of non-school resources. Planned programs for adding the massive resources of skilled personnel from community agencies, businesses, and industries are integral parts of almost every successful career education program now operating in the United States.

The 16mm color film depicts a variety of ways that teachers and other educational staff can use community resources. All career education regional coordinators have been instructed in the use of the film for inservice situations. No supplementary inservice materials accompany the film.

MATERIALS DEVELOPED A 16mm color film entitled "Today's Community and the School" assists teachers in deciding when to use community resources, which ones to use, how to use them, and most important, why to use them.

ELEMENTS

Career Awareness
Economic Awareness
Attitudes and Apprciations

CONTACT Resource Center, State Department of Education, 942 Lancaster Drive N.E., Salem, OR 97310. Telephone: (503) 378-3566

PROJECT LINCOLN COUNTY EXEMPLARY PROJECT IN CAREER EDUCATION

DESCRIPTION This project was designed to improve a rural area school program with expanded career educational services by utilizing comprehensive career-orientation and exemplary activities. The foundation for the school program is designed around activities that will promote positive attitudes toward: (1) all fields of work; (2) work as a means of obtaining many satisfactions; and (3) one's self in relation to work. The program is characterized by four major areas: (1) career awareness in Grades K-6; (2) career orientation in Grades 7-8; (3) career exploration and exposure in Grades 9-10; and (4) career preparation, including intensive guidance and skill development, in Gr. 11-12, with expansion of vocational education offerings to include out-of-school youth.

MATERIALS DEVELOPED Teacher-Resource Unit and Occupational Awareness Test--Levels I, II, III, IV, V, and VI; Bibliography of Commercially Produced Materials; Annotated Bibliography of Locally Produced Curriculum and Instructional Materials; Resource Bibliography for Vocational Education. Descriptive materials are available.

ELEMENTS

Self Awareness
Career Awareness
Beginning Competency
Employability Skills
Attitudes and Appreciations

CONTACT Tom Miller, Lincoln County Vocational-Technical Center, P.O. Box 437, Hamlin, West Virginia 25523. Telephone: (304) 824-5449

PROJECT MATCHING ATTITUDES AND TALENTS TO CAREER HORIZONS (MATCH)
Ontario-Montclair School District

DESCRIPTION Project MATCH was designed to infuse a career education component into the regular curriculum of a K-8 school district program. To accomplish this infusion the project developed behavioral objectives in the areas of career education; a grade-by-grade guide to achieving these objectives; a series of curriculum infusion units; special individualized programs; a simulation program in civics; and career education evaluation instruments. An inservice training model to introduce teachers to the program was also developed.

MATERIALS DEVELOPED "Terminal Performance Objectives;" a scope and sequence for the entire program; "Career Education Skill Continuum," a grade-by-grade guide; evaluation instruments, both formative and summative; infusion units, 110 for content areas and special programs, Simutown (grades 5-8), Individualized Reading Center Program (grades 7-8), English Course of Study (grades 7-8), Citizen Apprentice Program (grades 7-8), and Individualized Learning Activity Packages (grades 7-8).

ELEMENTS
Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Beginning Competency
Attitudes and Appreciations

CONTACT Norman Steinaker, Ontario-Montclair School District, 950 West D Street, Ontario, California 91761. Telephone: (714) 983-9501

PROJECT A MEANS OF INTERRELATING THE MEANING AND VALUE OF WORK WITH THE FOUR LIFE ROLES AT THE ELEMENTARY LEVEL
Springfield School District #19

DESCRIPTION To establish the interrelationship between occupations and all aspects of school curriculum at the earliest possible level, faculty and administration of two elementary schools developed a process (a workshop approach) and a guide for implementation. The focus was on the four major life roles: work, leisure, family, and citizenship responsibilities. After clarifying these roles, the entire staff participated in the development of the Teacher's Guide for Career Awareness Process in the Elementary Schools. The Teacher's Guide is based on total curricular involvement at the elementary level in order to interrelate the meaning and value of work with the four life roles. It serves as a resource for implementation of career awareness in the elementary school through students, staff, and community involvement and commitment.

The participation of concerned staff in the development of the Teacher's Guide produced at least two added dimensions: (1) the positive attitude of staff toward the implementation of the concept of interrrelationships between occupation and school curriculum, and (2) the sharing of expertise which not only resulted in the production of the Teacher's Guide, but also enhanced the teaching strategies of the staff involved in the development of the Teacher's Guide.

At the completion of classroom testing, the project (concept) was expanded to include the entire elementary system of Springfield, where it can be observed in operation.

MATERIALS DEVELOPED A Teacher's Guide for Career Awareness Process in the Elementary School organizes a scope and sequence for Grades 1-6 into units for Grades 1-2, 3-4, and 5-6. Objectives are presented in each of the four life roles in relationship to the three questions: (1) Who am I? (2) Where am I going? (3) How will I know when I arrive? The Teacher's Guide also includes sections on resources, evaluation, and a comprehensive index.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Beginning Competency
Employability Skills
Attitudes and Appreciations

CONTACT Career Awareness Specialist, Springfield School District, 525 Mill Street, Springfield, OR 97477. Telephone: (503) 747-3331

PROJECT A MODEL FOR INTEGRATING CAREER EDUCATION INTO THE JUNIOR HIGH SCHOOL CURRICULUM
Oregon City Public Schools

DESCRIPTION Teachers, counselors, and administrators in Oregon City have developed and implemented a comprehensive career exploration program in all junior high schools in the district. It is an interdisciplinary program. Instructors in each discipline teach that part of SUTOE (Self-Understanding Through Occupational Exploration) most closely related to their subject area. For example, the English instructor teaches only those components of economics, self-understanding, decision-making, and clusters which lend themselves to that subject matter. Similarly, mathematics, science, and practical arts teachers deal with those components most closely related to their areas. A process has been established to minimize overlap and duplication in an effective and efficient manner.

MATERIALS DEVELOPED Two products were developed to assist with implementation of an integrated approach to career exploration: a Matrix and Implementation Guide. The Matrix is a planning document and serves as a visual record of progress toward attainment of selected goals. Goals and objectives are referenced to courses being offered. As teachers and counselors develop materials for specific objectives, the progress is recorded on the matrix. The Implementation Guide contains a summary of the process used to change career exploration from a semester unit experience to a completely integrated program. The Guide outlines the staff development process and includes samples of teacher-developed materials. The Matrix and Guide are available from the State Department of Education, Resource Center, Salem.

ELEMENTS

Self Awareness
Education Awareness
Career Awareness
Economic Awareness
Decision Making
Employability Skills
Attitudes and Appreciations

CONTACT Director of Career Education, 1417 12th Street, Oregon City, OR 97045
Telephone: (503) 656-4283

PROJECT OCCUPATIONAL AND CAREER DEVELOPMENT

DESCRIPTION This sequential career education program emphasizes awareness and orientation at the elementary level, exploration and orientation at the middle school level, and preparation and information at the secondary level. The program is built around a career education theme that has as its process goals: (1) the student's evaluation of self characteristics; (2) the exploration of broad occupational areas; (3) introduction to the economic and social values of work; (4) introduction to the psychological and sociological values of work; (5) consideration of educational and training alternatives; and (6) development of the student's decision-making skills related to other goals.

Analysis of the above goals led to the development of six components that have been incorporated into career activities at all levels. These components are: (1) hands-on activities; (2) role playing; (3) field trips into the community; (4) the bringing of resource people into the classroom; (5) subject matter tie-ins; and (6) introduction to occupations in the community relevant to students interests and abilities.

MATERIALS DEVELOPED Elementary Curriculum Units (46), $60; Elementary-Middle School Curriculum Units (51), $70; Middle School--Senior High Units (30), $50; and complete set of units (64), $80.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Beginning Competency
Attitudes and Appreciations

CONTACT Judy Comer, Career Education Coordinator, Cobb County Public Schools, 47 Waddell Street, Marietta, GA 30060. Telephone: (404) 422-9171

PROJECT OUR COMMUNITY BELONGS TO US, BUT WE SHARE

DESCRIPTION This handbook was developed to facilitate classroom teachers to effectively utilize parent and community resources in the process of helping students gain positive attitudes toward work. It includes approaches, processes, and techniques that have been successfully used in both rural and urban settings. The activities are integrated with subject matter areas and include instructional goals as well as career education goals.

MATERIALS DEVELOPED A tape and a handbook, Our Community Belong to Us, But We Share, provide an implementation guide, in addition to instructional aids. The handbook includes 44 resource activities, student worksheets, community resource program ideas, names of educators involved in community resource programs and samples of their materials, and samples of community relations questionnaires for administrators, teachers, and community members. The cost of the materials is approximately $15.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Attitudes and Appreciations

CONTACT Dan Grimes, Oregon State Department of Education, 942 Lancaster Drive N.E., Salem, OR 97310. Telephone: (503) 378-3597

PROJECT RBS (RESEARCH FOR BETTER SCHOOLS, EXPERIENCE-BASED CAREER EDUCATION (EBCE)

DESCRIPTION This program focuses on five basic goals for students; preparation for career opportunities; growth in communication skills and mathematics; increased accuracy and breadth of student perceptions of their environment; enhanced motivation to learn; and increased abilities to plan, solve problems, make decisions, and take action. Three interrelated components form the Research for Better Schools, Experience-Based Career Education program: Career Development, Career Guidance, and the Academic Resource Center. The Career Development component directs students into the community for contact with working adults and for career exploration. Career Guidance is the component that helps students correlate their job-site activities with personal and academic interests, needs, and skills through structural group and individual guidance sessions. The Academic Resource Center provides individualized instruction in mathematics and communication skills. The existing school program provides the remainder of students' academic needs.

RBS EBCE is designed to be part of the existing school program. Once a week students spend the day in the community at a business, government office, or service agency participating in specific preplanned activities. The guidance sessions serve as an instructional setting in which to learn and apply problem-solving skills and as a forum in which students can share information about community learning experiences. The group works with a process skills curriculum, The Career Clarification Program: A Problem-Solving Approach, which has been designed primarily for students in their first year of the program. RBS EBCE was developed to be adapted to the circumstances of the particular community and school district.

MATERIALS DEVELOPED Overview, planning, implementation, and evaluation materials include a set of administrative guides, curricula, and procedure handbooks for approximately $70.

ELEMENTS

Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Beginning Competency
Attitudes and Appreciations

CONTACT Michaelita Quinn, Project Director, EBCE Program, Research for Better Schools, Inc., 1700 Market St., Philadelphia, PA 19103.
Telephone: (215) 561-4100, Ext. 356

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PROJECT SEEK

DESCRIPTION The SEEK Program, developed at Ohio State University's Center for Vocational Education, is designed for career exploration at the junior high school level. Simulations or role playing are the foundation of these kits that help students to clarify relationships between school skills and occupational skills; gain experience and information about occupational responsibilities, relationships, processes, environments, and outcomes; increase their awareness of the variety of occupations available; gain experience in determining their likes, interests, and skills, and identify how their likes, interests, and skills relate to various occupations.

MATERIALS DEVELOPED Teachers' Guides, simulation materials, filmstrips, games, and activities are included in each kit, ranging in price from $95 per kit to $195 per kit.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Attitudes and Appreciations

CONTACT NCS, 4401 West 76th Street, Minneapolis, Minnesota 55435.
Telephone: 800-328-6116 (toll free)

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PROJECT SEX FAIRNESS IN CAREER GUIDANCE
Abt Associates, Inc.

DESCRIPTION In 1974, the Career Education Program of the National Institute of Education developed a set of twenty-six guidelines for assessment of sex bias and sex fairness in career interest inventories. In an effort to interpret and disseminate these guidelines, NIE awarded a contract to Abt Associates, Inc. to develop a set of self-administered curriculum materials that could be used by teachers and counselors. A learning kit was designed that presents materials to aid in the elimination of sex role stereotyping and sex bias in the process of career choice.

MATERIALS DEVELOPED The learning kit includes the following materials:

- manual
- cassette tape
- role playing scenarious
- duplicating masters

The cost of the kit is $15.00

ELEMENTS

Self Awareness
Attitudes and Appreciations

CONTACT Abt Associates, Inc., 55 Wheeler Street, Cambridge, Massachusetts 02138
Telephone: (617) 492-7100

PROJECT UCLA ALLIED HEALTH PROFESSIONAL PUBLICATIONS

DESCRIPTION The purposes of the program are to acquaint students with the allied health fields and provide them with training in them; to offer them positive educational experiences; to encourage and motivate them to continue their education; to give them skills and information with which they can compete in the World of Work and move upward in it; to give them a better understanding of the health field and make them better consumers of its services; and to guide them into positions, occupations, and training programs for further education. The sequenced series of student objectives are based on inventories of tasks requisite to specific health careers, ranging from "Bio-Medical Photography" to "Ward Management."

MATERIALS DEVELOPED Teacher manual, student manual, and a program guide are necessary for implementation. Descriptive materials are available.

ELEMENTS

Educational Awareness
Career Awareness
Beginning Competency

CONTACT Miles H. Anderson, University of California Extension, Allied Health Professions, 617 UNEX Bldg., 10995 LeConte Ave., Los Angeles, CA 90024. Telephone: (213) 825-2608

PROJECT USING VIDEO-TAPED INTERVIEWS OF MUSIC RELATED CAREERS AS 7-12 CAREER EDUCATION RESOURCES
Portland Public Schools, Area III

DESCRIPTION Video-taped interviews are used to impart to students first-hand information on 16 music-related careers. The taped interviews explored such careers as: music store proprietor, sound technician, opera singer, vocal and instrumental elementary, secondary, and college music teachers, as well as instrument repair, radio station program director, disc jockey, choreographer, organist, conductor and composer, and arranger. In addition, the Portland State University music management program, jazz composer/performer, and agent are included. The tapes are appropriate for students in both music and career education classes. The sixteen occupations presented were selected as the most representative of the music-related careers in the Portland area.

MATERIALS DEVELOPED In addition to the strategies for using the sixteen videotapes in class, suggested activities are included. The tapes, which range in time from 15 to 25 minutes, generally are in black and white.

The career education and music course goal matrix or chart shows the Portland Public Schools, Area III, career education goals, which overlap with the Area III music course goals; this suggests the high correlation between careers in music and career education.

The list of music-related careers infers how students may combine their aptitudes and interests in music-related occupations. The list also describes what formal education each occupation requires.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Attitudes and Appreciations

CONTACT Portland Public School Television Services, Jefferson High School, 5210 N. Kirby Ave., Portland, OR 97217. Telephone: (503) 287-2631

PROJECT WORLD OF WORK ACTIVITIES TO USE IN WORLD OF WORK CURRICULUM
Bethel School District

DESCRIPTION Teachers indicated that they did not have knowledge of, or easy access to, sources of materials and did not have time to gather and produce the materials necessary to do an adequate job of career awareness. To assist the teachers, the World of Work Suggested Activities was developed as a supplement to the World of Work teacher's guide. These are materials especially developed for classroom use. The catalog, bibliography, or guide of references, resources, and visual aids produced by this project were inserted into the World of Work Guide 1-6 to enhance the usefulness of the Guide and to acquaint teachers with available materials and resources and how they can be secured.

The World of Work teacher's guide for Grades 1-12 includes behavioral objectives, areas of studies, suggested activities, resources, and evaluation for each grade level. It also includes a general bibliography and an appendices of various forms used by students.

MATERIALS DEVELOPED World of Work Suggested Activities.

ELEMENTS

Self Awareness
Educational Awareness
Career Awareness
Economic Awareness
Decision Making
Beginning Competency
Employability Skills
Attitudes and Appreciations

CONTACT Coordinator of Work Experience Programs, 1801 Echo Hollow Road, Eugene, OR 97404. Telephone: (503) 689-0731

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